

Chapter 1

Section 3

Cycles Assignments

Purpose

The goals of the "cycles" group are:

1. Each youth will understand the interplay of events, feelings, behaviors, and thoughts that resulted in antisocial behavior.
2. The youth will develop a detailed understanding of the thinking and beliefs that are used to justify their antisocial behavior.
3. Each youth will develop a few concrete interventions based on his understanding of his behavior and implement those interventions.

Objectives for the "cycles" group are:

1. Develop the youth's social perception skills including differentiating and sequencing of thoughts feelings, and behaviors of his antisocial behaviors.
2. Develop the youth's ability to understand how antisocial and/or risky self-talk leads him to criminal and exploitative behavior.
3. Develop the youth's ability to identify the core values and beliefs that are guiding his behavior.
4. Develop the youth's understanding that the core values and beliefs are internal triggers for antisocial behavior.
5. Develop a commitment to use detours in their sequence of antisocial behavior, thoughts, and feelings.
6. Learn to apply new skills to stop the sequence of antisocial behavior, thoughts, and feelings.
7. Identify at least one personal dynamic risk factor to address in the prevention plan group.

The "cycles" assignment is a problem-analyzing curriculum that stresses sequencing thoughts, behaviors, and feelings. The cycle assignments involve a series of discussions, role plays, and activities that build upon each other and assist the youth in develop more sophisticated prosocial social perceptions. The curriculum creates opportunity to change as the youth attends to his cycles.

The first goal and first two objectives are primarily intellectual understanding of sequencing of thoughts, feelings, and behaviors. Goal 3 and objectives 3 and 4 involve development of the intellectual knowledge that the thinking and behavior applies to their antisocial behaviors. They are acknowledge that their behavior is hurtful and comes from antisocial beliefs. They understand that they were not forced into antisocial behavior, merely impulsive, or the fault of the victim. These first two goals focus on analyzing the problem.

Goals 3 and objective 5, 6, and 7 promotes finding alterative solution to problems and experiment with using detours. The goal is not to resolve all issues but provide them at

least one experience where they plan a detour, use it, and then are reinforced. Reinforcement must include pride in discovering a method to change their behavior.

Lesson Plans

The following lesson plans are appropriate for the majority of students at PJCF. Group counselors must be sensitive to responsivity factors. All youth not in the life skills class should be able to understand a three or four step process. Staff may simplify the cycles for youth who struggle with the full cycle. Staff may also use alter metaphors to explain the offense chain. The alternative may be used for all lessons. Alternatives must include the following concepts:

1. Risky internal and external triggers lead to reoffending.
2. Warning signs exists for the triggers.
3. Planning alternative responses work to avoid reoffending.

The cycles of abusing others and self are especially difficult for youth to comprehend. However, high functioning youth need to understand at their highest cognitive level. Youth who are unable to comprehend these more difficult cycles may use the shorter cycle in place of the cycles of abusing others and self. Other youth may not be able to write the cycle but able to role play the cycle. The group counselor may then replace a written cycle with a role-play cycle.

The sequence of assignments and lectures are:

1. Cycles in the cottage
2. Cycles in the family
3. Cycle of antisocial behavior (cycle of abusing others for most students)
4. Cycles of self-abusing (cycle of abusing self for most students)

Each assignment has a guided discussion with specific goals.

Vocabulary

The vocabulary for these lessons is from the relapse prevention program introduction. The vocabulary may be reduced to the four pieces identified above (Risky situations, risky self-talk, feelings, and behavior)

Previous Learning

The cycles assignments build on the assignments on risky thinking and problem solving from "Thinking for a Change (T4C)." The "cycles" assignments direct the youth to examine how risky thinking and problem solving applies to his previous criminal behavior and how he might detour before his criminal behavior. The program assumes that the youth has learned and effectively used steps 1-4 in the problem solving process

of T4C. The group primarily expands the problem description component. The problem solving problem description in "Thinking for a Change" is:

Give a problem description

I feel or think _____ because _____ (what happened-
what was said and what was done) and my risk is to react by _____.

The introduction of the offense chain allows the youth to develop a more sophisticated view of a problem description. The youth moves from the three step problem description in "T4C" to a four step description in the short cycle. Additionally, a number of thoughts or risky self-talk are identified that "fuels" the cycle. The risky self-talk is not listed as a step. Instead of step, risky self-talk is a "glue" that holds the steps together. This conceptualization reinforces the cognitive behavioral principle that thinking is often automatic and guides or influences behavior. Risky self-talk can become so habitual that it occurs without effort or self-awareness. The self-talk is like an automatic transmission that shifts gears (influences the resulting behavior) without direction or reflective thinking. The automatic nature makes the influence over the behavior greater because prosocial self-talk like self-calming statements are not considered.

The cycle asks the youth to follow these steps in developing a more sophisticated problem description. The steps are listed below with the vocabulary words used to identify that step.

- 1) Examine the situation and determine if it is high risk. (High risk situation)
 - a) Evaluate the thoughts or risky self-talk that happen in this situation. (Risky self-talk)
- 2) Identify the feelings in this situation. (Strong feeling)
 - a) Evaluate the thoughts or risky self-talk that happen with those feelings. (Risky self-talk)
- 3) Identify how negative feelings are avoided or selfish feelings pursued with negative behavior. (Avoid the pain)
 - a) Evaluate the thoughts or risky self-talk that justify the negative behavior. (Risky self-talk)
- 4) Identify how the youth pushes positive prosocial peers and family away so they continue in their cycle. (Push people away)
 - a) Evaluate how a victim stance places the youth in another high risk situation.

The learning objectives of these assignments are a change in beliefs concerning control of their behavior. These psychological goals or beliefs should be accepted during the cycles assignments. A youth may express this psychological goal as:

"My behavior problems in the facility (e.g. family, the streets, and school) are the result of situations and my self-talk, beliefs, feelings, and behavior."

"My criminal behavior is the result of not paying attention to high risk situations, self-talk, beliefs, feelings and behaviors. I can stop my criminal behavior by paying attention to these situations, self-talk, feelings, and behaviors. When I pay attention, I will not hurt others."

Teaching Strategies

Experiential teaching

The best approach to presentation of the material is through examples rather than as abstract principles to master intellectually. This presentation style makes the principles "real" and "genuine" which improves effectiveness of treatment (Hill, 1999). The student learns experientially and concretely.

The insight that their behavior is repetitively self-defeating is achieved by recognizing their cycles. They write their cycle and see a number of other youths' cycles. The counselor may then ask for them to do additional cycles. Identifying the similarities in their various cycles helps them to understand how they repeat their behavior. The general principle is experienced as insight as they literally see their repetitive sequence of self-talk, behavior, and feelings.

In the experiential approach, the therapist assists the groups each day in writing out or role playing different cycles e.g. cottage cycle or family cycle. The therapist must understand the principles of the cycles so they can elicit examples of the principles through discussions of the cycles. The therapist should first ask a youth to describe a difficult situation in the cottage or family, offense, or self-abusing behavior. Then, the therapist and group works through the example or role-play the example. The therapist then should encourage other students to relate their lives to the example cycle. This process allows the student to translate the new words directly into their experiential world.

Discussion should be maximized and lecturing minimized in this process. The counselor may wish to dramatize some aspects of the cycles to improve learning. Dramatization means to role-play the steps of the cycle and ask questions concerning the youths' observations. The role play may best be done without the target youth in the role play. This provides the youth an opportunity to view themselves as an outside observer. The dramatization should not be over done or sarcastic but accurate and genuine. These role-play may elicit strong emotions. The counselor should provide opportunities to process these feelings immediately or refer them to their primary service provider. Careful consideration must be given not to reinforce negative thinking and behavior patterns in the role play.

Marzano, Pickering, and Pollock reviewed the literature on instructional techniques for learning. The technique of identifying similarities and differences was the most effective instructional technique. Youth improved learning 40% above control groups when

identifying similarities and differences was the focus. Youth learn best when having to examine similarities and differences. These authors identified four generalizations.

1. "Presenting students with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge.
2. Asking students to independently identify similarities and differences enhances students' understanding of and ability to use knowledge
3. Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge
4. Identification of similarities and differences can be accomplished in a variety of ways. The identification of similarities and differences is a highly robust activity."

The process is based on comparing, classifying, creating metaphors, and creating analogies. They have defined these processes as:

"Comparing is the process of identifying similarities and differences between or among things or ideas.

Classifying is the process of grouping things that are alike into categories on the basis of their characteristics.

Creating metaphors is the process of identifying a general or basic pattern in a specific topic and then finding another topic that appears to be quite different but that has the same general pattern.

Creating analogies is the process of identifying relationships between pairs of concepts—in other words, identifying relationships between relationships."

Examples of how these processes might be used within the cycle assignments include:

Comparing:

1. Compare and contrast cycles of different students;
2. Compare and contrast cycles at different stages of the students life;
3. Compare and contrast health and unhealthy cycles.

Classifying:

1. Classify health and unhealthy cycles or components of cycles;
2. Classify beliefs, feelings, self-talk, behaviors, and consequences.

Creating metaphors:

1. Explain the sequence of beliefs, feelings, self-talk, behaviors, and consequences as chains, cycles, ladders, walking on ice, moving toward cliff, ect.

Creating analogies

1. An analogy would be: An offense chain is to an offense as a lighted fuse of dynamite is to an explosion.

Youth in correctional facility are concrete so developing metaphors and analogies is difficult for them. The concreteness also demands that the counselor seek out metaphors and analogies that they can "relate to" and use them.

Victim empathy always remains a focus in sessions. The family of the youth should be included as possible victims of their behavior and thoughts. The therapist should take advantage of any "teaching moment" that occurs to talk about what happens to victims. Victims also have cycles including cycles of abusing self. Some youth may be able to appreciate that their cycles and the cycles of their victim may mesh together and drive each other.

Cause and effect

Thoughts, feelings, and behavior are linked within a cycle. They may be viewed as links in a chain that create the entire cycle. Each connection between thoughts and behavior represents a decision that either moves the youth close to inappropriate/antisocial behavior or closer to appropriate/prosocial behaviors. Feelings are important signal concerning needs but do not determine behavior or thoughts. Thoughts and behaviors, however, strongly influence and/or cause feelings.

One of the most difficult concepts for them to recognize is that past events do not cause them to behave but may influence their behaviors. As a group, they tend to choose the two extremes. One extreme is that I am a helpless victim of my life. The second extreme is that everything I do is up to me and nothing influences me. These assignments help them find a third way of thinking. The third way is that my behavior is completely under my control but my history shapes how I perceive the world. I must then be responsible for correcting my distorted perceptions of the world. This changed perception can help them make more objective decisions.

Intellectual understanding of the cycle is insufficient and at times detrimental to progress. The youth must integrate thoughts, feelings, and behavior to understand the links internally. Feelings must be genuine when included in the cycle and detours must be realistic. Frequently, the brighter more socially skilled youth quickly devise cycles that are very plausible. The therapist must be cautious in approving these cycles. A plausible but inaccurate cycle usually is the result of quick unreflective written assignments. They often leave out thoughts concerning arrogance and getting over on others.

Automatic thinking

The therapist should seek opportunities to identify core beliefs of the students that summarize a set of risky self-talk. This self-talk often create conclusions that self-defeating behaviors are successful. For example, provoking a much bigger peer to fight them and losing is interpreted as, "I'm not scared of anyone." The youth may use this self-talk with little self-awareness. The automatic nature of risky self-talk and the

underlying beliefs should be stressed. They habitually use these thinking patterns until they do not reflect on their implication for their behavior. The comparison to an automatic pilot on an airplane or an automatic transmission may be helpful. The list of statements in the moral disengagement scale is a good list of underlying beliefs (Please see attachments).

Feelings

Frequently, youth are not able to identify strong emotions that imply weakness. They are able to understand those "weak" emotions such as hurt, humiliation, and embarrassment only with the support of the therapist. A youth initially identifying only anger may be helped to see the other emotions after they have completed their cycle. The therapist may wish to say, "If I was in this situation, I would feel _____," or "Most people I know would feel _____ in this situation." These perceived "weak" emotions require normalizing.

Pushing people away is easily misunderstood. Two issues are critical. Adolescent do not understand that they can push others away while socially interacting. For instance, cannabis and sex may be used to create false feelings that create ingénue relationships. They are with people but alone. Second, they continue to push people away when they do not genuinely seek help and attempt to change.

Individual Assignments

The individual assignments for the cycles are listed below.

Cottage and family cycles

The instructions for the cottage cycles are the youth identifying a high risk situation that he has in the cottage. He then fills out the cycle (self-defeating cycle handout) based on that high risk situation. The high risk situation should be one that he experiences in the cottage e.g. gets paperwork, broods excessively, or distrusts others. The youth is asked to put a detour for the behavior on the back of the sheet. The next week, the student should report on the success of their detour with feedback from their peers. The instructions for the family cycle is the same but must be a high risk situation with his family.

Steps in the cycle of self-defeating behavior

High risk situation: a situation, person, place, feeling, or thought that creates a problem for the youth.

Feelings: Primary feelings are mad, sad, glad, and afraid.

Behaviors: Actions of someone that another individual senses and may be described objectively.

Risky self-talk: The words that happens in someone's mind,

Strong emotions: The emotional reaction to a difficult situation.

Avoid the pain: The behaviors used to rid oneself of unpleasant strong emotions. These behaviors may include violence, alcohol use, drug use, sexual behaviors, criminal behaviors, and exploitative behaviors.

Push people away: The actions of an individual that prevents prosocial individuals from helping them once they are in a conflict cycle.

Detours: Specific plans a youth develops to escape their cycle.

The number of cycles depends on how quickly the youth is able to apply the process in real life. If the youth is having problems in the cottage, the frequency of the problems should decrease as they apply the cycles to the problem. If the youth states that the cycles don't work, they are probably not addressing a genuine problem. The counselor should continue to ask for cycles until a behavior change is noted.

Cycles of abusing others

The cycle of abusing others is a more sophisticated version of the cottage and family cycles. It includes new components such as fantasies, pretend normal, and planning the offense. The therapist goes through each step of the cycle defining each step using one of the students as an example.

The cycle handout (Handout 1) is a worksheet for the student to determine their cycle and understand its circular nature. The student then transfer their cycle to the more detailed one expanding their description (Handout 2).

1. Any cycles can be divided into a three period. The first is "building up" as life events occur and they do not cope with these events adequately. The second is "committing the offense" which involves the planning and execution of the offense. A resolution phase is third one. The youth affectively responds to the offense and then attempts to hide it or pretend that it did not occur.
2. The most antisocial youth will often report an escalating process of criminal behavior that involves many antisocial behaviors in a short period of time. They have taught themselves to skip the build-up portion of the cycle. In these cases the youth may need to remember how they started criminal behaviors.
3. Victim stance is easily confused with victim empathy. The similarity of the phrases should be explained.
4. They may truly believe that they are truly the victims. The therapist may wish to use humor without embarrassing them to discuss the issue. Peers may confront them. If nothing else works, they may comprehend once they see the entire cycle and see how the thinking puts them back in the same beginning spot.

Steps in the cycle of abusing others

Victim stance: The attitude that is often described as a poor me attitude or pity party. The youth casts themselves as the victim of others.

Avoid the pain: The behaviors used to rid oneself of unpleasant strong emotions. These behaviors may include violence, alcohol use, drug use, sexual behaviors, criminal behaviors, and exploitative behaviors.

Push people away: The actions of an individual that prevents prosocial individuals from helping them once they are in a conflict cycle.

Power and control seeking: A group of thoughts, feelings, and behaviors that a youth uses to overtly and subtly seek to establish their power and control over others but have not yet escalated to illegal behaviors. Some authors (Yockelson and Samenow) refer to this as a power thrust.

Fantasy: The combination of thoughts, feelings, and mental imagery that a youth uses to cognitively rehearse antisocial and exploitative behaviors, reinforce their antisocial or idiosyncratic view of the world, self-stimulate, reinforce the pleasure of antisocial and exploitive behavior, and reinforce their justification (distorted thinking) for antisocial and exploitive behavior. Fantasies may include violent, criminal, sexual, drug, and/or alcohol fantasies. These fantasies may be supported with music, videos, movies and television.

The fantasies may result in isolation from others or may be telling "war stories" to peers.

Plan: The plan to commit the offense is the actually effort to identifying details of how to commit the crime, identifying possible victims, and expected outcomes. The plan is sometimes difficult to identify because plan and fantasy overlap for many youth. Plan also varies depending on their degree of impulsivity and cognitive sophistication of the youth.

Experimentation: Completion of some components of antisocial behavior to determine their level of skills or how to set up victims.

Offense: an illegal act

Relief: The power surge, euphoria, and or pleasure experienced after completing an offense. This period may be short or may not exist for all youth. The youth may describe this as a "rush."

Fear of getting caught: A point when the youth realizes that a probability exists that they may be caught for committing their offense.

Prétend normal/reframing: A combination of thoughts, feelings, and mental imagery that a youth uses to hide the illegal behavior.

Cycles of abusing self

The final cycle is one that hurts the students themselves though they may not recognize the self-destructive nature of the behavior.

1. Sometimes, the behavior in the cycles of abusing self is a precursor cycle to the cycle of abusing others. This relationship may cause significant overlap between the two cycles.
2. Incarceration is not an appropriate end for self-abusing. The therapist should encourage the youth to examine the interpersonal cost of abusing self. In nearly all cases, the youth must lie to parents when they use substances. The act is destructive to their relationship with their parents.

The cycle handout (Handout 1) is a worksheet for the student to determine their cycle and understand its circular nature. The student then transfer their cycle to the more detailed one expanding their description (Handout 2).

Victim stance: The attitude that is often described as a poor me attitude or pity party. The youth casts themselves as the victim of others.

Stuffing feelings: the youth chooses to internalize feelings rather than expressing them. They may continue to dwell on those feelings instead of seeking to discuss or express those feelings.

Showing little or no emotions: While internally experiencing emotions, the youth attempts to act in manner inconsistent with those feelings. Typically, the youth uses "tough" or "hyper-masculine" behavior.

Push people away: The actions of an individual that prevents prosocial individuals from helping them once they are in a conflict cycle.

Risky self-talk: Internal thoughts or speech that focuses upon negative affect and distorted thinking. Often this internal process includes many thoughts reinforcing a victim stance. Risky self-talk may be for criminal behavior but also be risky for self-harm.

Fantasies of hurting self with distorted outcomes: These fantasies frequently focus on how significant others will feel or act after the act. For instance, they will feel sorry for me, because I'm drunk, hurt, or depressed.

Plan Self-victimization: These plans are frequent fantasies concerning how others might react to their self-destructive acts. The youth may do the self-destructive act impulsively while planning how they wish others to react. Some youth have fantasized so frequently that they are able to dispassionately plan with fantasies.

Self-destructive act: A wide variety of behaviors that either in the long or short term are self-destruction. The behaviors may include substance abuse, self-mutilation, placing oneself in risk of physical harm, promiscuous sexual behaviors, and inappropriate eating behaviors. Promiscuous means more than eight partners in a year.

Sequential presentation of material

An experiential approach is best but the assignments may be presented sequentially. A sequential approach may be appropriate if the group is reluctant to talk openly or have cognitive limitations. New therapists may need to teach the lessons sequentially until they are comfortable with the material and principles. The sequential lessons are below along with the learning objectives.

Lesson 1 Presentation of the four-step cycle

Review elements are from "Thinking for a Change (T4C)." The concepts are in lesson 5-9 of T4C. The counselor should spend some time making sure that they understand the thinking reports and problem solving. New student may feel more comfortable entering the program if they presented one or two thinking or problem solving reports to their new group. The youth's use of these three concepts should be immediately reinforced:

1. Risky self-talk results in antisocial behavior.
2. Problem-solving steps provide an opportunity for the youth to change their behavior and create prosocial alternatives.
3. Beliefs create self-talk.

New learning elements introduced in this lesson are:

1. High Risk factor are situations where risky behaviors and self-talk have a high probability of leading to antisocial behavior.
2. Risky self-talk, behaviors, and feelings are chains of triggers that can stimulate each other.
3. Detours are useful ways to avoid antisocial behavior.

The psychological goal of the first lesson is to establish a new prosocial belief that "My behavior problems in the facility are the result of situations and my self-talk, beliefs, feelings, and my behavior." If the youth is not having a behavior problem in the facility, he may focus on behavior problems before he entered the facility.

Second lesson: The family cycle

Review elements are the review and new elements from the previous lesson. No new learning elements are introduced into this lesson. The psychological goal of the second lesson is "My behavior in my family is the result of situations and my self-talk, beliefs, feelings and behavior."

Third lesson: The cycle of abusing others

The third lesson may require more extensive discussion and teaching. Two or three sessions may be required to complete the lesson. Review elements the elements from the previous two lessons. New elements include:

Victim stance
 Power and control seeking
 Fantasy
 Plan
 Experimentation
 Offense
 Relief
 Fear of getting caught
 Pretend normal/reframing

These elements are not new concepts but provide a more detailed cycle.

The psychological goal of the second lesson is "My criminal behavior is the result of not paying attention to high risk situations, self-talk, feelings and behaviors. I can stop my

criminal behavior by paying attention to these situations, self-talk, feelings, and behaviors. When I pay attention, I will not hurt others."

The fourth lesson is the cycles of abusing self. The review elements are:

Victim stance
Push people away
Risky self-talk

New learning elements are:

Stuffing feelings
Showing little or no emotions
Fantasies of hurting self with distorted outcomes
Plan Self-victimization
Self-destructive act

The new elements are not new concepts but more detailed vocabulary for discussing cycles.

The psychological goal of the third lesson is "Hurting myself is the result of not paying attention to high risk situations, self-talk, feelings and behaviors. I can stop hurting myself by paying attention to these situations, self-talk, feelings, and behaviors. When I pay attention, I will not hurt me."

Alternative Metaphors

Alternative metaphors are acceptable in the curriculum. Alternative which are acceptable include:

1. Self-defeating behavior cycle replacing the cycles of abusing others and self;
2. An escalating line of antisocial behavior that does not include a build-up of negative affect. This positive affective offense chain would help those youth who actively seek antisocial behaviors.
3. A ladder metaphor may help youth who are confused by the cyclic nature of behavior. Lower functioning youth may see each offense as an individual event and not have to conceptualize how each event is connected. (please see material from Blasingame, 2001 in the manual).

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The Offense Chain

Students "working their program" will tell their offense story in their therapy group and relapse prevention group. The group with the support and help of their counselor then analyzes the story as an offense chain. This process is known at PJCF as "telling your story." "Telling your story" is a therapeutic tradition that has strong milieu support within the facility. This therapeutic process can help explain how the offense chain leads to the relapse prevention model. Youth incarcerated in PJCF in the late 1990's wrote the following story. They described it as a valid account of how a youth might fail to take responsibility for decisions and slide down the slippery slope to a criminal offense. It is a good example of the relapse process.



Patrick is a 16-year-old boy who has dated Lynn for 6 months. He considers her his woman and they are getting along really well. Patrick and Lynn sometimes spend the evening at his house with his mother. His mother and Lynn get along really well. They usually joke around and watch TV. Tonight they are sitting around watching TV and everything seems fine. That is until Lynn begins to talk.

"Patrick, you're not planning to go out with the guys tonight are you?"

Patrick really doesn't like this question. He feels that sometimes a man has to go out with his friends. A woman shouldn't question him on that. It really isn't any of her business. He had planned to stay home anyway and here she is picking at him.

About that time, his mother says, "Patrick, you've got to settle down. You and Lynn are getting serious and you've got to think of school."

Now Patrick was getting a little upset. He really hated school and his grades were pretty bad. His mother didn't know he was suspended this week. She was always after him about school. Now both of them were picking at him and he didn't like it one bit. He didn't answer either one of them, just sat there. He looked angry, felt angry, and wasn't going to let either one of them push him. If Patrick could be honest, he felt badly about school. He had tried earlier in the year but just couldn't do the work. He never really had a chance in school. Lynn wasn't like him and couldn't understand how he hated school. He really liked Lynn but wasn't sure whether Lynn might like his mother better than him. Sometimes, he felt like the extra person when she and his mother were laughing and cutting up. It was easy for Lynn because she was good in school. His mother was always telling Lynn how smart she was and hoping she would keep Patrick out of trouble. It was like having two mothers.

Then they both began to pick on him. His mother began talking about him. "You can't even get a job. What are you goin' do. You want to have kids but you ain't ready."

Lynn agreed with her and then said, "You're hanging around with the wrong kind of guys. You want me--you better clean up. You go out and get drunk then come home all ready to love on me. No way. That's gross!"

He had had enough.

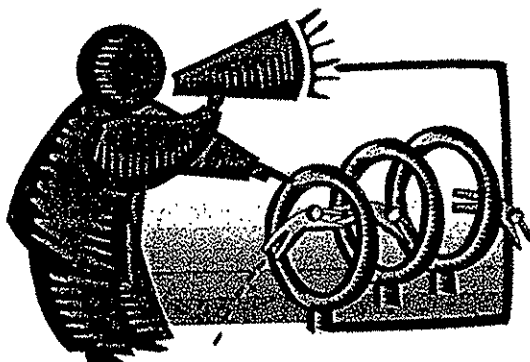
Patrick stood up and told them, "Man, I can't listen to this all the time. You two women--aww just forget it."

He was leaving and no one was going to stop him. He was angry and they could just be angry too. No woman was going to order him around.

Patrick stood up and walked out as they yelled at him to come back. He was needing to party and get rid of this anger. He just kept saying over and over in his head, "Damn women--damn women--damn school--damn town! And she said no sex. Bullshit!

I'm going after some."

His friends were easy to find on the streets and they had already started partying. He downed some wine and felt better but not good enough. So he drank some more. He knew that he didn't want to get wasted because he wanted to do more. The whole group got hyped. They needed some more action.



Patrick's thoughts changed from "damn women" to "got to get some." The music on the corner and everyone laughing and feeling good. It was no time to be down. It was time to be up--doing something. He just sang the words in his head and thought about his life. He could do what he wanted and no one was going to stop him. He felt so good. Lynn and his mother didn't understand what a man needs.

Patrick and two of his buddies got up and got into a car. Damon was driving and Joe was sitting up front. Patrick was in the back and was still working on a nice buzz but remembering not to get wasted. The three guys rode around to a couple of corners and met a couple of girls that they knew. Patrick was looking at one and thought she looked nice and she was ready. He could tell that she wanted to get it on. She was a "ho" anyway.

"Hey let's get it on."

"Chill, don't mess with me."

"Hey let's get it on."

"Don't mess with me."

Damon turned around and laughed at them. He began snickering with Joe. Even the other girl joined in on the joke.

"Am I goin' to have to show you how to be slick. Here baby you got something to show," Damon laughed again and began putting the moves on her.

Patrick watched as she gave Damon a kiss on the neck from the back seat. She giggled and stuck her tongue out at Patrick. He had had enough. The whole day was going against him.

"Let me out, man. Stop the car and let me out."

"Chill, be cool. She's just a ho," was Damon's reply. "She ain't nothing--we're just playing. Baby tell him you'll do him up! Just do me first."

"Let me out of the car. I don't want it after you!" Damon pulled the car over and let him out with a chuckle that just about put Patrick over the edge. He just kept thinking about how lucky Damon was that he didn't settle it right then. He could have clicked on him so easy. Damon wasn't nothing. Patrick didn't know why he hung with him.

He decided to cool off by just walking home and forgetting the whole thing. By the time he got home it would be dark and maybe his mother would be at work. Lynn might be okay since he hadn't got wasted. He began walking down to a corner where he might catch a ride.

No one was at the corner or the basketball court in that block. He thought maybe he could catch some guys up the street who were usually chilled out. Maybe he could play some ball before he went back. The longer he was away the more likely that Lynn had cooled off. He forgot that to walk that street meant he had to walk past Jerome's house.

Jerome was one of Patrick's enemies. They hadn't liked each other from the first time they saw each other. They had a couple of fights. Patrick always won but Jerome always said that he won. Jerome though he was something--always mouthy--always trying to get over on him. He thought for a second about taking another street but he wasn't going to let Jerome intimidate him. He was going to walk down that street--regardless. If Jerome brought it to him that was fine. He turned the street looking mad and determined.

Right in front of Jerome's house--Jerome walked out. He did not say anything but just looked at Patrick. Patrick started to walk on but didn't want Jerome to think he was getting over on him so he stopped.

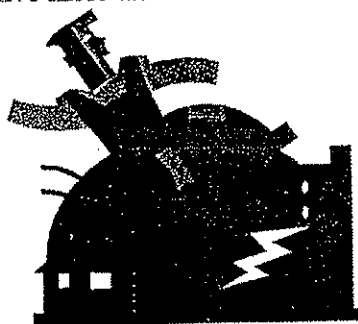
"Go on your way, I don't want any trouble with you."

Patrick looked at him and smiled. Jerome was scared of him. He thought he would let him know. So he just stood there looking at him.

"What are you lookin' at man. I'm not causing you trouble. Move on."

"No way, no way," Patrick answered.

Jerome closed the door and began walking down the steps. He started to cut across the yard behind Patrick. Patrick took one look and thought that he really got over on him. Jerome was scared and trying to sneak by. Patrick felt really good and in control. Jerome was running scared. He began walking up on Jerome to make him run faster. Suddenly Jerome turned and faced him. Patrick didn't pause but just hit him in the eye. Jerome was stunned long enough for Patrick to catch him in the other eye. Jerome stayed stunned and Patrick hit him in the eye again. By this time, Patrick was smokin' and he hit him four or five more times in the face. Patrick knew he had him and had won.



Patrick heard a sound and looked up. Someone in the house was yelling. He couldn't tell what they said. But, he knew he better get out of there before they got out. He turned around and took off. He didn't look back but just kept running. He heard people coming out of the house and yelling. He wasn't going to wait and find out who it was.

Later, Patrick snuck into the apartment quietly. He stood as straight as could with his hands in his pocket. He walked quickly to the bathroom so that neither Lynn nor his mother got a good look at him.

When they asked him what was going on, he said, "I'm cool."

What happens in this story is called an offense chain. Each decision is a link in this chain whether the decision concerns beliefs, self-talk, feelings, or behavior. Each link represents a step either closer to offending or further away from offending. The offense chain may be described piece by piece. The following is a narrative of Patrick's offense chain as a counselor might summarize it.

Patrick experienced significant stress concerning academic school failure, school behavior problems, conflicts with his mother, conflict with his girlfriend, and beliefs concerning the role of females and authority. These stresses are identified in the first 26 lines of the story. These stresses are risk factors that students often label as triggers. They do not cause criminal behavior but places a youth at risk for criminal behavior if he does not actively seek to find positive solution through taking responsibility. These risk factors stimulate anger, leaving the home, and negative self-talk. Obviously, his underlying belief system that his mother should not have authority over him and that his mother and girlfriend are unfair is used to justify his poor decision. His negative choice to go to the "street" represents a move from high risk factor into very high risk factor. This choice is a seemingly unimportant decision that has a significant impact on his risk of committing a criminal act. He does not plan to offend at this time but is moving toward offending with his decisions.

Once with his friends, he consciously decides to make criminal or antisocial decisions. These decisions may be identified as lapses. Those decisions include using alcohol, aggressive thoughts, anger toward females, and impulsive angry behavior. These decisions then result in an extremely high risk situations. Some level of guilt or shame exists for a brief period of time. He consciously realizes the reality of the risk in his situation. He has thought of making a positive decision to move away from offending. Unfortunately, a high risk opportunity for an illegal behavior occurs before he directs himself away from antisocial acts. His level of anger, previous frustrations, underlying values all are used to justify the decision to commit a criminal act. He is "ripe" for a battery and commits the battery. He then returns home and tries to act like nothing happened.

The counselor has summarized this offense chain in a way that relapse prevention could help Patrick stop his antisocial behavior. Helping Patrick requires an understanding of the relapse prevention model.

CYCLE OF SELF-DEFEATING BEHAVIOR

PUSH PEOPLE AWAY

Behavior What I did to either get positive people to leave me alone or not get help (e.g. act tough, tell people to go away).

Feelings Name the emotions

AVOID THE PAIN

Behavior What I did to try and avoid the pain of my feelings and the situation (e.g. wad up the mirror, hit something)

Feelings Name the emotion.

DIRECTIONS

THOUGHTS

What I told myself

THOUGHTS

What I told myself to hype myself up.

THOUGHTS

What I told myself

THOUGHTS

What I told myself immediately when I got in this situation.

STRONG EMOTIONS

Behavior This should describe the physical reactions as a result of the feelings (e.g. sweaty palms, pacing)

Feelings Name the emotion as a result of the situation AND thoughts.

START

DIFFICULT SITUATION

Possible Situation, "I"

- a) Starts w/ "I"
- b) Brief
- c) Factual

Next Situation

CYCLE OF SELF-DEFENDING BEHAVIOR

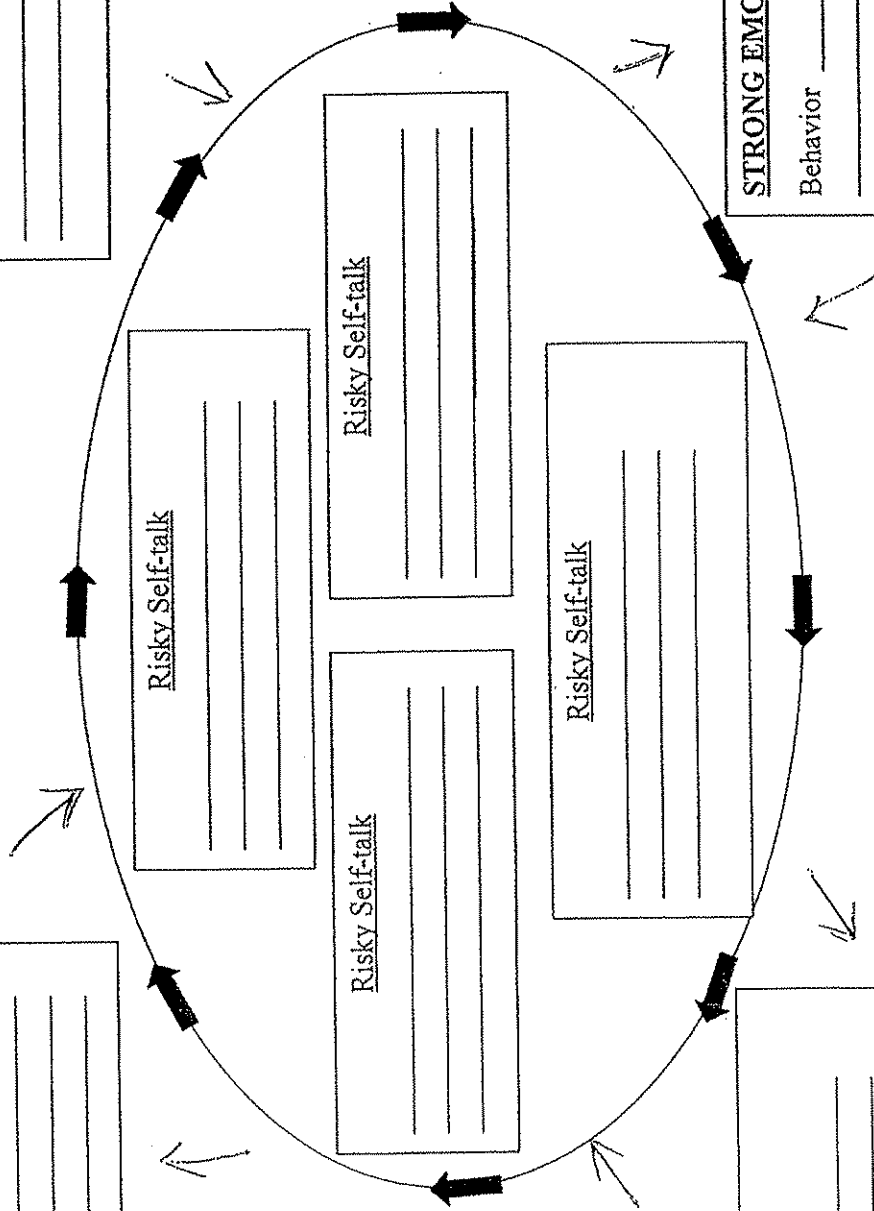
PUSH POSITIVE PEOPLE AWAY

Behavior _____

Feelings _____

HIGH RISK SITUATION

Possible Situation _____



AVOID THE PAIN

Behavior _____

Feelings _____

STRONG EMOTIONS

Behavior _____

Feelings _____

Name: _____

CYCLE OF ABUSING OTHERS

Victim stance:

Risky self-talk:

Avoid the pain:

Risky self-talk:

Push people away:

Risky self-talk:

Power and control seeking:

Risky self-talk:

Fantasy:

Risky self-talk:

Denial:

Risky self-talk:

Experimentation:

Risky self-talk:

Offense:

Risky self-talk:

Relief:

Risky self-talk:

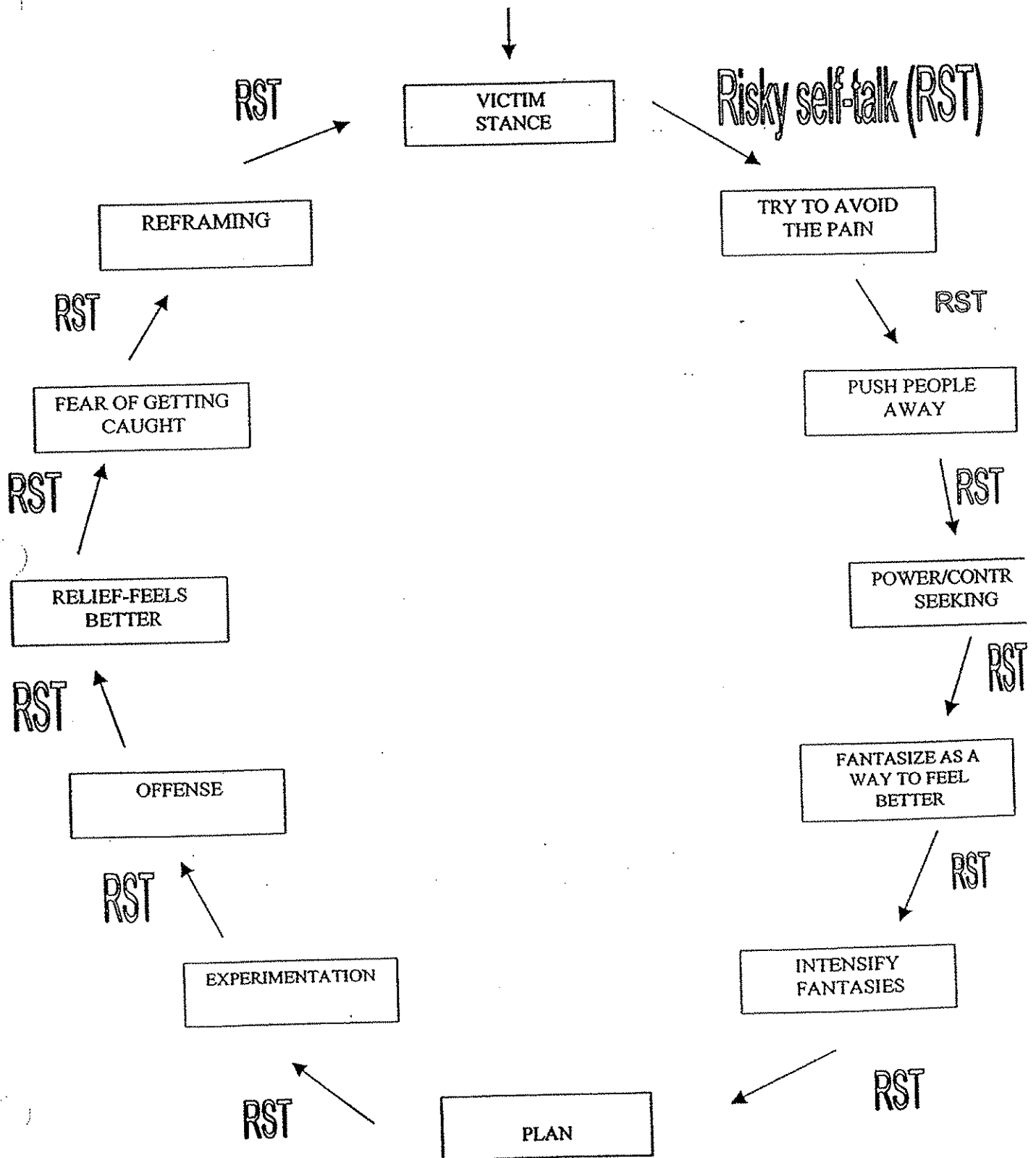
Fear of getting caught:

Risky self-talk:

Pretend normal/refraining:

Risky self-talk:

CYCLE OF ABUSING OTHERS



Definitions

Victim stance: The student feels he's been messed over somehow, or taken advantage of. This attitude is often described as a "poor me" attitude or "pity party." The student sees himself as the victim of others.

Risky Self Talk (RST): This is what you think or say to your self that keeps you focused on your unpleasant feelings or screwy way of thinking. Usually it focuses on how you feel or think you are being messed over. Risky Self Talk can encourage you to do something illegal, or to hurt yourself.

Avoid the pain: Most people don't enjoy being taken advantage of—of becoming a victim. They have strong unpleasant emotions (like anger) in these situations. "Avoiding the pain" is the behaviors the student uses to rid himself of these unpleasant strong emotions. These may include violence against themselves or others, alcohol or drug use, sexual behaviors, criminal behaviors, and taking advantage of other people.

Push people away: In simplest form, this is when someone offers to help the student stay positive and he rejects the help. It can also be that the student avoids people who might try to talk him out of doing something negative, or seeks out negative people who won't try to stop him from doing something he shouldn't.

Power and control seeking: Any thoughts, feelings, or behaviors that a student uses to openly or subtly help him feel in control of the situation. He is trying to establish power and control over others, but hasn't yet gone so far as doing something illegal.

Fantasy: The easiest way to understand this is to call it anti-social "day dreaming." The student combines thoughts, feelings, and mental images in his mind to make himself feel better. These "day dreams" are usually on behavior that hurts or takes advantage of other people. They help reinforce the student's antisocial or victim stance, reinforces the pleasure he believes he would feel hurting or taking advantage of others, and reinforces in his mind his justification (distorted thinking) for acting out against others.

Fantasies may include violence against others or objects, criminal behavior, sexual behavior, or drug and/or alcohol fantasies. He may use music, videos, movies, or television shows to make his fantasies stronger and seem more real. He may sit by himself just thinking about these fantasies, or he might sit around telling "war stories" to peers.

Plan: Like fantasy, this is actually an easy concept to understand. It's the student figuring out how he is going to get back at whomever for how they messed him over. Some students have difficulty identifying this step. They have been doing these paybacks for so long they don't need to sit around and figure out how to make themselves feel better in this situation. They figured that out a long time ago. It's almost a reflex for them. How impulsive the student is and how smart he is can also affect the "Plan." Officially "Plan" consists of the actual effort the student puts to identify the details of how to commit the crime, identify possible victims, and expected outcomes.

Experimentation: This is the "can I pull it off?" step or setting things up so that you can actually do what you are planning. A good example would be checking and making sure that no one else is around before carrying out your plan to beat someone up as a payback for what they did to you.

Offense: Doing something where you hurt someone else physically or emotionally. For example, an illegal act like stealing something that belongs to them.

Relief: Many students describe this as the "rush" they get after pulling off whatever they wanted to pull off. It's a sense of satisfaction, a feeling of euphoria, or pleasure experienced after completing an offense. This period of feeling good may be short or may not exist for all students.

Fear of getting caught: Again, a simple concept. The student has done the deed, felt the rush, and now starts thinking about what might happen if somebody finds out what he did.

Pretend normal/reframing: This is telling yourself that you did the right thing (for example "He had that coming to him for what he did."). It helps you deal with your fear of getting caught. It is a combination of thoughts, feelings, and mental imagery that a student uses to hide the illegal behavior. There can be a strong component of putting up a front where you act innocent when you know your guilty

17 LADDER TO TROUBLE

PURPOSE OF THE FORM: The Ladder to Trouble, a variation of an assault or negative behavior cycle, is used to help clients identify the pattern of thoughts, feelings, and behaviors that led to their sexual behavior problem(s). The Ladder to Trouble form can be used as a poster in the treatment room and/or copies can be handed to clients when appropriate.

The purpose of this form is to introduce the concept of the Ladder to Trouble. Explanations and definitions for the steps on the Ladder to Trouble are noted in the introductory article in this manual as well as in the main text, *Developmentally Disabled Persons with Sexual Behavior Problems* (Blasingame, 2001).

PROCEDURE FOR THE FORM: The therapist introduces the concept and presents the form to the client(s) in individual or group therapy sessions. The form is read aloud by the therapist or by one of the clients. This form can be enlarged onto a poster board and kept visible in the treatment room as a reminder for the clients.

From: Developmentally Disabled
Sexual Offenders Rehabilitation
Treatment by Gerry S Blasingame
Words 'N' Barnes Publishing
Oklahoma City, OK 2001

LADDER TO TROUBLE

PURPOSE OF THE FORM: The "My Ladder to Trouble" form functions as a worksheet to assist clients in identifying and exploring their own cycle or pattern of thinking, feeling, and behaving that led to their sexual misconduct. This form allows the client to apply the concepts learned about the Ladder to Trouble to their own lives and situation.

PROCEDURE FOR THE FORM: The therapist reviews the concept of the Ladder to Trouble and presents the form to the client(s) in individual or group therapy sessions. The form is read aloud by the therapist or by one of the clients. The client is assisted in the process of completing the form.

While the therapists help the clients identify their personal Ladder to Trouble issues, they also help identify the Smart Talk or corrective interventions that will help the clients learn relapse prevention skills. This will also assist the clients in generalizing the concepts in the bigger picture of their lives.

THE LADDER TO TROUBLE

MY WAY TO WRONG SEXUAL BEHAVIOR.

#7 Act Out/Bad Behavior
#6 Set Up/Opportunity
#5 Danger Zones
#4 (Bad) Nasty Thoughts
#3 Wrong Way Thinking
#2 Keep Things to Myself
#1 Feel Bad

CLIMBING THE LADDER LEADS ME TO TROUBLE.

MY LADDER TO TROUBLE

Name: _____ Date: _____

Your counselor will help you fill out this form.

FEEL BAD (I felt bad about these problems or situations.)

KEEP THINGS TO MYSELF (I did not talk to someone about these.)

WRONG WAY THINKING (My own thinking errors.)

NASTY THOUGHTS (My bad sex thoughts before I acted out.)

DANGER ZONES (My risky places or situations.)

SET UP OR TAKE ADVANTAGE OF AN OPPORTUNITY (How I did this.)

ACT OUT / BAD BEHAVIOR (What I did that was wrong to do.)

WRONG WAY THINKING

PURPOSE OF THE FORM: The Wrong Way Thinking form is intended as a tool for the clinician(s) to assist clients in identifying and exploring their own cognitive distortions, or wrong way thinking, that led to their sexual misconduct. This form provides user-friendly names for various cognitive distortions although the form itself is more for the clinician than for the clients.

PROCEDURE FOR THE FORM: The therapist reviews the concept of Wrong Way Thinking and presents the topic to the client(s) in individual or group therapy sessions. The form is read aloud a few examples at a time by the therapist or by one of the clients.

While the therapists help the clients identify their Wrong Way Thinking, they also help identify the Smart Talk or corrective interventions that will help the clients personalize the assignment.

One specific method for exploring Wrong Way Thinking is the use of Smart Cards. These can be on 4" X 6" index cards or poster size paper. The clients identify examples of Wrong Way Thinking on one side of the card and a corrective intervention, or Smart Talk, on the other side. Posters can be completed as group projects. Some clinicians like to use magazine cutouts in poster making with examples of Wrong Way Thinking situations (such as being alone with kids) on one side of the page and a Smart Talk phrase (such as Leave It!) on the other side of the page.

Previously discussed procedures such as memory contests, role-playing or skits, and behavioral rehearsal of the corrective interventions identified in this process are used to assist the client in learning. Creativity and repetition at the client's zone of proximal development are important considerations in assisting clients in developing awareness of their own thinking processes.

WONG WAY THINKING!!!

(THINKING ERRORS VOCABULARY USED IN DD-SORT PROGRAM)

WASN'T ME	I didn't do it! I don't care who saw me! (Classic denial)
POOR ME	Everyone is out to get me. I am the real victim, can't you see? (Victim stancing)
I CAN'T	Actually means I won't or is a refusal to accept responsibility. (Excuse-making)
IT'S TOO HARD	I am not capable of doing the task, for example, answering the question or remembering things. (Avoiding responsibility)
NOT A BIG DEAL (NOT THAT BAD)	Others are just overreacting and making too much out of this. It was not that bad. (Minimizing)
NOT MY FAULT	Someone else did it or made me do it. It's not my fault. (Blaming)
DO IT NOW!!	Making demands based on a sense of entitlement. Attempting to exert power or control. You owe me! (Power play)
HOP OVER	Changing the subject to avoid responsibility. (Hop over)
LIAR, LIAR	Not being honest by leaving out important details, or by making up a falsehood. This phrase is always stated in a tone and posture that is non-condemning. (Lying)

== WRONG WAY THINKING!!!

- DON'T CARE** Acting without empathy or caring about the other person's feelings. Who cares? I don't! (Lack of empathy)
- WON'T GO THERE** Communication shutdown or cutoff from feelings that would normally inhibit behavior. (Cut off or corrosion)
- THEY WANTED IT** Projecting the offender's own fantasies onto the victim, then acting on what the offender actually wanted to do. (Classic blame the victim)
- S/HE WON'T KNOW** Assuming the victim is too young, too dumb, or asleep and will not know what is happening. (Excuse-making, assuming)
- GET MAD!!** Using anger, irritability, or intimidation to distract from real feelings or to avoid responsibility. (Anger, power play, hop over)
- DON'T REMEMBER** Not remembering is another way to deny or avoid responsibility. (Denial, lying, it's too hard)
- SEXY FOR ME** Making the non-sexual into sexual. This is done by creating fantasy material or blaming the victim as if s/he was too sexually stimulating. Viewing K-Mart advertisements, young children, etc., for sexual stimulation. (Over-sexualizing, blaming, excuse-making)
- WON'T GET CAUGHT** Some offenders assume that the bad sex behavior is okay as long as they can get away with it or at least think they will get away with it. This ignores the possible harm to the victim. (Super-optimism)

Ladder to Hurting Myself

Fill out the following sheet thinking backward from doing something that hurt you. Think of completing this worksheet like watching a movie in rewind. If you cannot identify what thinking or feelings you had, pretend you are back in the situation and write what you THINK you might have thought or felt at the time.

Step 7 Self Destructive Act
(What I did that hurt me)

Step 6 Set Up/ Opportunity
(How I did this)

Step 5 Danger Zones
(My risky places or situations)

Step 4 Bad Thoughts
(My bad thoughts before I hurt myself)

Step 3 Wrong Way Thinking
(My risky thinking)

Step 2 Keep things to myself
(I did not talk to anyone about these)

Step 1 Feel bad/upset
(I felt bad or upset about a problem or situation)

Ladder to Hurting Others

Fill out the following sheet thinking backward from hurting someone else. Think of completing this worksheet like watching a movie in rewind. If you cannot identify what thinking or feelings you had, pretend you are back in the situation and write what you THINK you might have thought or felt at the time.

Step 7 Act Out/ Bad Behavior
(What I did that was wrong to do)

Step 6 Set Up/ Opportunity
(How I did this)

Step 5 Danger Zones
(My risky places or situations)

Step 4 Bad Thoughts
(My bad thoughts before I acted out)

Step 3 Wrong Way Thinking
(My risky thinking)

Step 2 Keep things to myself
(I did not talk to anyone about these)

Step 1 Feel bad/upset
(I felt bad or upset about a problem or situation)

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graph TD
    RST_Risk[Risky self-talk RST] --> Avoid[TRY TO AVOID THE PAIN]
    Avoid -- RST --> Push[PUSH PEOPLE AWAY]
    Push -- RST --> Power[POWER/CONTR SEEKING]
    Power -- RST --> Fantasize[FANTASIZE AS A WAY TO FEEL BETTER]
    Fantasize -- RST --> Intensify[INTENSIFY FANTASIES]
    Intensify -- RST --> Plan[PLAN]
    Plan -- RST --> Experiment[EXPERIMENTATION]
    Experiment -- RST --> Offense[OFFENSE]
    Offense --> Resolution[RESOLUTION]
    Resolution --> Victim[VICTIM STANCE]
    Victim -- RST --> Risk
```

Build Up

RST

VICTIM STANCE

Risky self-talk (RST)

REFRAMING

**TRY TO AVOID
THE PAIN**

RST

RST

FEAR OF GETTING
CAUGHT

PUSH PEOPLE
AWAY

RST

RST

**RELIEF-FEELS
BETTER**

POWER/CONTR.
SEEKING

RST

RST

OFFENSE

FANTASIZE AS A
WAY TO FEEL
BETTER

RST

RST

EXPERIMENTATION

INTENSIFY FANTASIES

RST

PLAN

RST

How to do a role play

A role-play is a practice session just like a basketball team has. In basketball practice you have drills. You learn a skill in a drill like dribbling. Then you practice the skill in a scrimmage with your teammates. Finally, you use the skill in a game when you need. The skills groups you have finished are like drills. You learn skills. The role-play is the scrimmage. A scrimmage is a "friendly game." You play with people who want you to learn to win. They encourage you. They correct you. Finally, they wish you well and send you into the game. The role-play does the same thing. You learn how to use the skill. You learn when to use the skill. You learn how hard the skill is to use. Other students and your counselor help do it well. Then you go out in the community and succeed.

Here are the steps to do a role-play.

Step 1: A role-play can have no more than four actors. You and your counselor work together to pick three other students. You need to pick students who are not your best friend. That helps you think through the role-play carefully. Also, you might help some other students who are just learning to do role-plays or have problems doing role-plays.

Step 2: What high risk factor is it about? You must explain the risk factor. Explain how it can get you in trouble. Explain how you and the risk factor get together. The skill I need to use is saying no and meaning it. Here is an example:

My high risk factor is smoking weed. When I smoke weed, I get with my buddies. We run out of money then we do a burglary for more weed. I have to watch out for weed. My cousin Joe is always high and looking to hang out with me. It is real hard to say no to Joe. He's my cousin and we're real close.

Step 3: Set up the situation. The students watching need to know what's happening. Here is an example.

My cousin comes to me when I'm at home and my mom is gone. So it is just me and my sister and Joe. He likes to come in the kitchen when we are eating. That's when he begins working on me.

Step 4: Act out the scene. The scene needs to last at least ten minutes. You have to do the skill. You may write this out or just remember it.

Step 5: "The freeze" is important. A freeze is when everyone stops acting. The actors then tell what their self-talk is. The audience knows if the self-talk skills are used. You might freeze and say:

"Man, he's going to do it again. I've got to say no and make it clear that I'm not playin'."

Step 6: When the acting is done, you then explain your detour. The audience may ask you questions. You also need to explain how it feels to use the detour. You might say:

"I feel a how lot better after I say no and mean it. Joe stops pressuring me and just chills out with us."

Step 7: Accept feedback, questions, and the audience ratings. Your peers and counselor watch the role-play. When you're done, they ask questions to see if you were real. They then give you feedback and show how they rated you.

Checklist for Role Play of Detours

The student's name is _____

The date is _____

Introduction of the role play

1. The student explains the high risk situation

WOW!!!

OKAY

Try again

2. The warning signs are explained

WOW!!!

OKAY

Try again

The role play

Was it real for him?

WOW!!!

OKAY

Try again

Did he do self-talk?

WOW!!!

OKAY

Try again

The detour

Did he do the detour right?

WOW!!!

OKAY

Try again

Would it work?

WOW!!!

OKAY

Try again

My name is: _____

Counselor's signature _____

Introduction to Fantasies

The purpose of the fantasy section is to create cognitive restructuring so antisocial cognitive structures are changed to prosocial cognitive structures. The practical reality is that many of our youth spend much of their time in thinking and/or fantasizing concerning criminality, substance abuse, and exploitive sexual behavior. These thoughts/fantasies serve as a source of reinforcement for these inappropriate behaviors even if they are not participating in the behavior. These thoughts and fantasies also represent core beliefs about others and interpersonal relationships. These sections presents a set of skills to become aware of thoughts/fantasies, alter the thoughts/fantasies and replace them with more appropriate ones.

The lessons progress from:

1. Identification of the thoughts/fantasies;
2. Reality orienting the thoughts/fantasies;
3. Creation of discrepancy between fantasies;
4. Developing skills to stop or replace the thoughts/fantasies.

The denial, thinking lesson from T4C, and cycles assignments provided opportunities for the youth to identify and understand the implication of their core antisocial beliefs. In addition, the interpersonal attachment developed in process groups and staff interactions provides them an opportunity to develop a positive view of others and themselves. Hopefully, all these activities have helped the youth develop discrepancies between their antisocial view of the world that includes expectancies of cynicism, exploitation, violence, and criminal attitudes and the alternative prosocial view of others and themselves.

The previous assignments were primarily aimed at intellectual understanding, affective education, and development of discrepancies. The fantasy assignments present another step forward as it combines the intellectual emphasis of previous understanding with an invitation to the youth to evaluate the affective value that they attach to their values and consciously seek to change the content and affective value to more prosocial content.

The youth in the highest need for working on fantasies are those with high levels of criminal values, interests, and attitudes. While they may intellectually understand the behaviors, begin to develop victim empathy, and identify their core antisocial beliefs, they often still cling to a fantasized view of the world. Much of their mental activities are filled with thoughts of inappropriate sexual behaviors, violence, criminality, and substance abuse. These mental activities maintain a strong positive affective valence that may spur antisocial behavior even with an intellectual understanding of core beliefs and consequences. Positive affect may include pleasure or anger directed toward others

Social learning would identify the process as cognitive restructuring (Beck 1990). The images that the youth utilizes in his fantasy life amount to cognitive rehearsal of antisocial behavior. The rehearsals are internally rewarded with the internal positive

affective. The fantasy assignments helps bring this process to a conscious level that the youth may reflective upon. Alternative fantasies may be explored along with triggers for those fantasies.

The youth's fantasy life may serve any or all of the following functions:

1. Cognitive rehearsal for antisocial behavior;
2. Reinforcement of triggers and narcissistic perceptions;
3. Distortion of reality to fit his belief systems;
4. Escape from painful situations, thoughts, or feelings.

The imagery referred to as fantasies includes mental activities that youth may identify as daydreaming, war stories, entertainment, dreams, and memories. Some youth may have a primary sensory modalities for these activities such as visual or auditory. They may then describe the activities as movies or music in their heads. Often movies and music are used to stimulate and/or maintain the mental activities. The mass media may also be used to justify the reality of their fantasy life as they maintain that entertainment is reality.

Method of instruction

The successful completion of these assignments is dependent on the youth feeling comfortable disclosing the inner life. They may experience significant shame or intense ambivalence concerning some of these images. The fantasies may also serve a strong escape fantasy so that giving up the fantasies also means having to face painful situations, feelings, and memories. The therapist should approach this material in a matter-of-fact manner or with sensitive humor. In either case, the therapist should carefully monitor what the youth may be experiencing through verbal and nonverbal behavior.

The counselor may wish to reflect on how difficult it is for any human being to admit the deviance of their fantasy life. No one readily admits to the thoughts and fantasies that we are seeking to have the youth disclose. Slowly creating a discrepancy between the fantasies and reality is important. The youth may easily say, "I don't do that anymore." This response is denying the problem but may also reflect shame and guilt. The counselor may wish to ask "When did they stop?" and "What it was like when they stopped?" These questions would help the youth relax and become involved in the learning process. Once involved in the learning process, they become less involved in the shame and guilt. They then frequently though sometime indirectly admit to the fantasies. It is not necessary to get a verbal confirmation.

The therapist must phrase questions carefully. Closed ended questions should be avoided and open-ended questions utilized. Many therapists have found focusing on measuring aspects of fantasies from 0 to 10 minimizes denial. The therapist does ask whether they fantasize but "On a scale of 1 to 10 how much do you enjoy fantasizing about..." In addition, the therapist may evaluate level of arousal by careful observations. Signs of arousal to sexual, violent, and/or substance abuse fantasies include:

1. Eagerness to tell fantasies;
2. Eagerness to have other tell fantasies;
3. Slight hidden smiles;
4. Dilated of pupils or seeing eyes "sparkle;"
5. Inability to refocus on content after hearing a fantasy;

Another issue concerns youth who are not convicted of sex offenses being offended with the sexual fantasy issue. The youth may frequently become angry or offended that they are expected to address sexual issues. This denial frequently reflects surprise that sexual exploitation and offending is related to the criminal lifestyle. If a youth is identified as high or very high risk, the probability of sexual offending is high and sexual exploitation very high. If a youth deals drug, they are exposed to trading drugs for sex and punishing women who do not pay with sexual humiliation. Additionally, the promiscuous sexual behavior involved in a criminal lifestyle also makes the probability of offending or exploiting sexual behavior high. Generally, they feel entitled to sex and that any denial of sexual desire is personal loss. The counselor may wish to present the sexual fantasy section to the youth last. They may accept this after they had admitted criminal and substance abuse fantasies. Additionally, substance abuse and sexual behavior are usually closely linked.

The youth needs to self-evaluate the discrepancy between their reports, reality, and level of arousal. The therapist must take a supporting posture to increase prosocial fantasy life. The therapist may offer possible replacement fantasies. Many times for those youths without strong criminal sentiments just the description of fantasies verbally in group or in written assignments is sufficient to change them.

The fantasy assignments are divided into sexual, violent, criminal, and substance abuse subsections. The progression of assignments may be changed depending on the populations. Youth identifying themselves as nonsex offenders may relate to the violence and substance abuse fantasies easier than the sexual fantasies.

Sexual Fantasies

While deviant sexual fantasies are common in the general male population, the therapist should remember that deviant sexual fantasies are not related to recidivism but sexual arousal to deviant fantasies is related to recidivism. In addition, students committing sex offenses frequently believe that their fantasies can come true. For instance, showing their penis to a female peer will actually entice the female peer into sexual activity. These youth may have experienced female peers responding to this behavior but do not understand the response. A female peer may be trading sex for drugs rather than being sexually enticed by an inappropriate behavior. Also, inappropriate sexual behavior is not limited to youth committing sexual offense. Sometimes victims are sexually inappropriate. For instance, a young child, previously molested, may expect and feel obligated to provide sexual activities to someone of similar age to their previous victimizer. The therapist should stress that appropriate dating behavior and fantasies are

a positive replacement behavior and fantasy. Our youth frequently have significant problems with this because they have never experienced age appropriate sexual behavior.

The assignments are

1. Appropriate sexual fantasies
2. Inappropriate sexual fantasies
3. Wilson Questionnaire
4. Sexual autobiography
5. Rape myth scale

Assignments 1, 2, and 5 are required. Therapist discretion is used on assignments 3 and 4. These assignments are appropriate for students if the students are cooperative and involved in treatment. The assignments are not effective in a student milieu that is not supportive to treatment.

The purpose of this assignment is that each student will:

1. Define fantasies and whether there are appropriate or inappropriate.
2. Identify their antisocial and/or inappropriate fantasies.
3. Each student will identify messages from their world that encourages inappropriate and appropriate fantasies.
4. Identify the connection of antisocial and/or inappropriate fantasies and their offense behavior.

Instructional Suggestions.

1. Define fantasies broadly. A fantasy may only involve a flash of a mental picture. The picture may not be inappropriate but when carried out is inappropriate.
2. Plans and fantasies may be the same mental behavior. Fantasies act as cognitive rehearsals for the offense.
3. Youth vary dramatically in how well their fantasies reflect reality. Some youth, with good reality may have accurate fantasies about their behavior's outcome. For instance, a youth is angry and wishes to humiliate a female. He runs up, calls her obscene name, and hits her on the breast in front of her peers. This youth clearly understands the consequences for the female. Another youth fantasies provides oral sex to an 8 year old boy. The youth believes the sex act will bring them closer together and the child will never tell anyone. This youth clearly does not understand the reality of acting out his fantasies.
4. The instructor should reward discloses of fantasies with eye contact, attention and verbal praise. Youth not disclosing should be ignored. The only exception to this rule are a small minority of sex offenders where exaggerates the number and content of fantasies. They often do this to gain the therapists attention and simultaneously push peers away. The instructor should note to the youth that this is entering a cycle of abusing self and/or others.

5. A student may state that TV, songs, and friends do not make them do something wrong. You should agree. Fantasies do not make someone offend. Fantasies make offending easier. They help a youth over come internal barriers.

Beliefs Test

The beliefs test should be given at the beginning of the introduction session. Most students will require help. It is recommended that the therapist read the test or use a tape of the questions. The therapist may clinical assess the test for clinically significant responses. The beliefs test are divided into these sections:

1. Satisfaction with self, questions 1-10
2. Attitudes, questions 1-45
3. Stereotypes, question 46-48

A copy of the tests should be sent to the psychology office with the student's name date, and cottage number.

Appropriate sexual fantasies

The assumption of this assignment is that the student have a limited understanding of appropriate sexual behaviors. The youth may view appropriate sexual behaviors in a highly idealized manner though most consider promiscuous and recreational sex as appropriate. This lesson stresses the promiscuous and recreational sex is self-destructive and diminishes their ability to develop intimate and loving relationships. Related statistics that are relevant are:

1. The average age for first sexual experience remains in the 16 to 18 year old range depending on the study.
2. Typically, those individuals having earlier sexual experiences are also associated with drug and alcohol use.
3. The average American has less than 12 sexual partners in their lifetime.
4. Promiscuity may be defined as more than six partners in a year.
5. Most marital couples do not have sexual experiences outside of their marriage.

Another reality for our youth is that appropriate sexual behavior requires sharing control of the relationship with their partners. Core beliefs concerning relationships, compromising, and not having their needs met immediately are addressed. Progress for some youth is just the recognition that alternatives to exploitative relationships may result in improved contentment and long term relationships.

Appropriate relationships should be assigned first. The lecture should review basic facts concerning female sexuality stressing:

1. Relationships may be important for women.
2. Woman may require more foreplay then men to prepare for intercourse
3. Woman respond physiologically differently than men

More information is provided in the assignment sheet.

Relationship education is also included. Many clinicians have found it helpful to draw a series of concentric circles on a dry erase board. The area outside of all the ring represent people that the student does not know. The rings inside the outer circle represent:

1st ring includes role relationships like customer and sales person.

2nd ring includes friends that they share interest with such as sports but not personal information. These individuals could be schoolmates that they know only through a class.

3rd ring includes friends that friends that they share some personal information such as what their interests are and what are their personal opinions about teachers, principles, and other shared friends. Typical life events are shared.

4th ring includes close friends. They share feelings concerning each others and important events in their lives. Time together is sought after and enjoyed. A history is developed between them.

5th ring includes intimate friends. Feelings concerning themselves, painful experiences and self-doubt are shared. A history exists between them and they seek to extend that history. Family is included in this group.

It is important for the youth to understand that intimacy requires time and effort. A discussion concerning which ring sexual partners are included may be helpful.

The sexual biography and Wilson questionnaire may be included as additional assignments.

The appropriate sexual fantasy may create some problems. These rules should be followed at all times.

1. Sexual fantasies concerning counselors, officers, and teachers are inappropriate without exception. The therapist should explain that the nature of the therapeutic relationship requires the youth to see professionals as nurturing and caring but not sexual. Youth will have sexual fantasies about these individuals but discussing them with the youth reinforces the fantasies and gives them permission to depersonalize the staff member.
2. Appropriate fantasies may be with same or different gender peers. However, staff should not encourage same gender fantasies.

Violent and criminal fantasies

These lessons are divided into violent and criminal fantasies and then reporting past criminal behavior. The objectives of these assignments is:

1. Assess the amount of fantasy life spent on violence and crime;
2. Look for triggers for violent fantasies;

3. Develop comfort in discussing violent fantasies;
4. Understand that hurt can be numbed with violence.

If the students begin discussing violent fantasies, allow them to continue noting their affect response. After most have spoken, ask them to reflect on the process of the discussion and the affect that was expressed. Attend to those students who appear to experience some dissonance between the previous discussion and their reflection on violence. Frequently, those with the least discrepancy may seek to minimize or deny discomfort. Typically, the most success method to respond to these youth is ignore them and attend to the others. Look for opportunities to praise those who express discomfort with violence.

Substance abuse fantasies

This section focuses on helping them to identify the fantasies and triggers for the fantasies. The objectives of these assignments is:

1. Assess the amount of fantasy life spent on substance abuse.
2. Look for triggers for substance abuse fantasies
3. Develop comfort in discussing substance abuse fantasies.

Students frequently have problems with perceiving marijuana use as problematic. They do not perceive the drug as addictive or that it has long term effects. The therapist may wish to review materials on marijuana before doing this lesson. Many of our students may be familiar with the arguments for legalization of marijuana. They view legalization as no penalty at all as opposed to minimizing legal sanctions. It is reasonable to note that legal sanctions for marijuana may not be entirely consistent with the immediate danger but is consistent with the long term harm of addictive use.

Therapist may choose to begin this section with this activity. When the student are seated and calm, pull out from hiding rolling papers and a empty bottle of liquor. Say nothing and allow the student to touch and handle them. They quickly become euphoric and begin telling "war stories" or having rolling contests. The therapist can then point out the effect of the thought of using. If the therapist chooses to do this activity, the lead psychologist, Asst. Supt. Of Programs, and their administrative supervisor must be informed **before** the objects are brought in. If they are not informed, it may appear that the therapist is trafficking.

Tracking Fantasies

This assignment is straightforward to explain but difficult to motivate youth to do. Small rewards or prizes would be appropriate for whoever provides the largest number of specific categories either self or observed. The purpose of the assignment is:

1. Teach them to monitor their thinking and fantasizing.
2. Teach them to observe other who are high risk factors for them.

Instruction Suggestions

1. The important point here is not the number but just that they try and monitor themselves and others. Do not become too concerned about accuracy of types.
2. Sometimes the "when" can give clues to high-risk situations for the prevention plan or when acting out is most likely in the cottage.
3. Do not accept "none" as a response. Human being fantasizes. Require them to report at least several a day. The other students may be helpful with student who denies fantasizes.
4. If they are reporting too many a day to mark down then ask them to do it for specific hours or help them identify triggers.
5. The negative feedback is inherent in the tracking assignment. The therapist should not try and sanction or disapprove of any results. The sanction is each youth seeing for themselves and honestly appraising their fantasies.
6. Some evidence (Marshall, 2001) exists that fantasies are related to self-esteem. The lower the self-esteem, the higher the fantasies. The therapist should be aware and sensitive to this issue.

Stopping Inappropriate Fantasies

The purpose of this assignment is to develop skills in the youth to stop inappropriate fantasies. The youth should identify one of the skills and attempt to use it and then give feedback to the group.

The name for the methods of stopping fantasies are:

1. Talking about what they think or fantasize is referred to as verbal satiation. Verbal satiation is also part of the process group. The repeated description of the offense acts in the same manner.
2. Finding alternative thoughts or fantasies is referred to as thought replacement.
3. Counting the thought or fantasy is a behavior modification technique.
4. Interrupting the thought or fantasy is referred to as covert desensitization.

The initial example is about sex but the therapist should use other examples. The critical features of the examples should be:

1. The youth is presented with a trigger
2. The youth fantasizes in response to the trigger though recognizing the behavior is wrong.
3. Chooses to continue to fantasize
4. Ultimately, gives in to the fantasy.

The best alternative out of the five offered is probably the fifth. Most often fantasies will decrease if they resolve problems. This alternative is especially effective if a youth has a negative affect offense cycle. This alternative is probably less effective if a youth who have a positive affect offense cycle.

Alternative 2 (Finding alternative thoughts or fantasies) has one possible negative side effect. If a youth follows an inappropriate sexual fantasy with an appropriate sexual fantasy and then masturbates, he is actually reinforcing the inappropriate sexual fantasy. Stress that the alternative thought cannot be a positive sexual fantasy for any inappropriate fantasy. Alternatives to violent fantasies should also reduce anger rather than redirect anger.

If deviant sexual fantasies continue, despite correct use of the alternatives, the therapist should try either the satiation protocol or the assignment from the Oregon Adolescent Sex Offender Treatment Network. If these are not successful, please consult with one of the supervising psychologists.

Section I
Sexual Deviance

F. Fantasies

This section will focus on appropriate vs. inappropriate fantasies, deviant fantasies, and fantasy detours.

PROGRAM MATERIALS

1. Fantasy Section from Cycles Group and all related materials

INTRODUCTION TO FANTASIES

Fantasies are fun, funny, painful, arousing, scary, satisfying, and a lot more. Fantasies are normal and good. They are like food for the mind. They feel good and are needed. If fantasies were gone, you would want them. We want you to have positive fantasies. Fantasies that help you feel good. Fantasies give you dreams. Things you want to do in the future. We want to help you live your positive fantasies.

We would never want you to stop having fantasies. Not having fantasy would make you want them. It's just like being hungry makes you want food. But like food, some are not good for you. If you eat rotten meat---you get sick. If you feed your mind with rotten fantasies, then your mind gets sick. Then, you might hurt people, your family, and yourself. These assignments help you understand violent, alcohol, drug, and sexual fantasies.

You will learn the difference between appropriate and inappropriate fantasies in these lessons. They also help you understand violent fantasies. They may have to do with your offenses and relationships with others. You will also learn when and where to have fantasies. The final section teaches you how to control or change your fantasies.

Talking and thinking about your thoughts is difficult. Sometimes it is embarrassing. You may have to work with your counselor to become okay with talking about them.

First let's discuss the negatives.

One of the most difficult things to talk about is fantasies about your offenses. When you have fantasies about your criminal behavior, you might feel shame. You are not only telling what you did, but that you planned it. When you admit wanting to do the offense, you are saying that you meant to do it. That can cause feelings.

Sometimes those feelings are guilt. Other times it's shame. Sometimes the feelings are good.

Shame is a difficult feeling to understand. Let's think about two different guys. Each guy does something really wrong. The first guy thinks about what he did and knows that he did wrong. He then says to himself that he always screws up and there is nothing good about him. This guy is feeling shame.

The second guy thinks about what he did and knows that he did wrong. He then says to himself that he is better than that. He tries to think of ways never to do it again. This guy is feeling guilt. We hope you feel guilt and not shame. Guilt helps guys to change. Shame gives them a feeling of hopelessness. Shame makes it hard to admit mistakes. Guilt makes you want to admit mistakes. Admitting mistakes is painful. But, when you know you can change the pain is worth it.

Discussions of your fantasies may bring feelings of shame. But, remember everyone had fantasies that led to their offenses. No fantasy is better or worse than any other fantasy. Violent fantasies are not more manly than sexual fantasies. Substance abuse fantasies are just as dangerous as violent fantasies.

Sometimes guys feel good about what they did. They may feel good because they got over. They may feel good because they got revenge. Having fantasies of crime and feeling good makes it easy to do crimes. These fantasies have got to stop to keep you from hurting people. They have to stop so you don't get in trouble.

Fantasies may be enjoyable but harmful to you at the same time. Fantasies are a problem when they are used to cover up painful feelings. If you feel down or angry, the fantasies may stop the pain for a little while. But, the pain is still there when you stop the fantasy. The pain can be about anything from past abuse to failing in school. Fantasies hurt you when you replace dealing with a problem with the fantasy.

Fantasies may also be used to push people away. You may isolate yourself with fantasies. Using fantasies this way hurts you, too. You do not meet and enjoy others but wish to fit them into your fantasies. You try to make the world fit your fantasies. The world never fits into a fantasy. People may feel like your selfish when you do this.

Sometimes fantasies also are greedy. In a fantasy, we can have whatever we want, whenever we want it. These fantasies are selfish and demanding. The fantasies may convince you that you should get something just because you want it.

Now, here are the positives.

Fantasies are enjoyable. Many times you may fantasize just for fun. You may not wish to have sex or sex may not be available. The fantasies may relieve your boredom and brighten your day. You may enjoy fantasizing about someone you care for and want to see, but can't see.

Fantasies help you dream about you. You can think about what you want ten years from now. They help you make your dreams real.

Doing these assignments

No one can reach into your head and check your fantasies. You need to be honest and open about your fantasies. You are the only person that knows if you are honest. But you will know if your fantasies are hurting you.

You may have fantasies about doing crimes. You may continue these fantasies and never tell anyone. If you do, you have changed on the outside but not the inside. You may work the program and leave. But the fantasies are still in your mind. You may even make it through parole. If the fantasy remains, you will want to make it come true sometime. If you are always fantasizing about chocolate ice cream, you will go get some chocolate ice cream sooner or later. If you fantasize about offending, you will offend sooner or later.

Working with fantasies requires several steps. The first step is understanding what fantasies are. The second step is recognizing that you have fantasies. The third step is identifying you fantasies and taking responsibility for them. You then need to plan how to take charge of them. Finally, you must use the skills to decrease the inappropriate fantasies.

We will discuss fantasies about violence, substance abuse, and sex. Sexual fantasies are different then the other two. Fantasies about violence and substance abuse lead to problems. Sexual fantasies are good. Sexual fantasies have four purposes:

- Sexual fantasies are enjoyable.

- Sexual fantasies help you to prepare for sex

- Sexual fantasies help you maintain your interest in sex

- Sexual fantasies shape your choice of who, when, where, how, and with whom you have sex.

Remember sexual fantasies are good. They are bad when they are used to numb pain, avoid people, or treat people badly.

SUBSTANCE ABUSE FANTASIES

WHAT MAKES YOU CRAVE?

Directions: Craving is triggered by many things. What triggers your craving may be very different from others. This exercise is designed to help you recognize your own "triggers." Rate each of the items below on a scale from 1-5 (1 = no problem, 5 = major cravings).

- ___ 1. rolling papers
- ___ 2. pipe
- ___ 3. bong
- ___ 4. beer bottle
- ___ 5. liquor bottle
- ___ 6. beer commercial
- ___ 7. liquor advertisement
- ___ 8. music with drug lyrics
- ___ 9. music you listened to while using alcohol for drugs
- ___ 10. razor blades (for cutting cocaine)
- ___ 11. driver's license (for cutting cocaine)
- ___ 12. Pepsi bottle (for smoking cocaine)
- ___ 13. hypodermic needle
- ___ 14. baggies (for carrying drugs)
- ___ 15. T-shirts with alcohol or drug slogans
- ___ 16. posters with alcohol or drug slogans
- ___ 17. patches with alcohol or drug slogans
- ___ 18. photographs of partying
- ___ 19. television or movie scenes with people drinking or using drugs
- ___ 20. music videos (MTV)
- ___ 21. people telling "war stories"
- ___ 22. smells of alcohol or drugs
- ___ 23. finding drugs or alcohol that you stashed earlier
- ___ 24. passing by a place where you drank or did drugs
- ___ 25. having a large amount of money in your pocket
- ___ 26. getting your paycheck
- ___ 27. reading about drugs or alcohol
- ___ 28. certain times of day when you drank or did drugs
- ___ 29. letters from drug-using friends
- ___ 30. activities that you did while drinking or doing drugs (such as playing cards, smoking cigarettes, watching television)

List five of these that are the hardest for you to deal with.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Add five more triggers that are not on this list. Be specific.

1. _____
2. _____
3. _____
4. _____
5. _____

CHALLENGE: Try to avoid your ten triggers for one day. Write down how your cravings felt that day and what you did in response.

Behaviors that lead to relapse.

- ___ 1. Arguing with boyfriend or girlfriend.
- ___ 2. Arguing with family members.
- ___ 3. Not eating well.
- ___ 4. Sleeping too much or too little.
- ___ 5. Keeping to yourself too much.
- ___ 6. Not talking to other people.
- ___ 7. Having too much time on your hands.
- ___ 8. Trying to do everything at once.
- ___ 9. Daydreaming about the "old days".

- ___ 10. Not following your counselor's advice.
- ___ 11. Insisting on doing it "my way" (big ego).
- ___ 12. Not attending A.A. or N.A. meetings.
- ___ 13. Not speaking up for yourself.
- ___ 14. "People-pleasing".
- ___ 15. Being dishonest.

List ten of these thoughts, feelings and behaviors that are the hardest for you to deal with.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

List ways that you can handle each one of these. Ask a counselor, teacher, parent or friend for helpful suggestions.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

10.

HOW WELL DO YOU KNOW YOUR WORLD?

Directions:

In the first column, list people, places and activities that promote your drug use. Then list safe alternatives in the second column. If you notice that there are fewer items in the safe column, then you need to develop more safe alternatives to balance the risk.

RISKY PEOPLE

Risky

Safe

1. family members

2. friends

3. boyfriend/
girlfriend

4. coworkers

5. adults

6. acquaintances

RISKY PLACES

1. school

2. home

3. friends' homes

4. work

5. outside

RISKY ACTIVITIES

1. games/sports
(participating)

2. games/sports
(attending)

3. holidays

4. anniversaries

5. vacations

6. entertainment

7. special events

List your "Ten Most Unwanted Relapse Triggers." Pick the riskiest items from the list you made above. AVOID THESE AT ALL COSTS!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WRAP-UP ACTIVITY: RELAPSE FANTASY

Using items from the "ten most unwanted triggers" list, write a relapse fantasy. This fantasy is a description of how you would relapse if it were going to happen. Be specific and write it like a story, with a beginning, middle and end. Review this with your counselor, teacher or parent to get their ideas about how to avoid this fantasy coming true.

Violent Fantasies

This assignment is to describe your violent fantasies. Violent fantasies are different from one person to the next. Violent fantasies may come up in any of these situations.

1. When you angry.
2. When someone gives you a direct order that you don't want to follow.
3. When a peer annoys you.
4. When scenes from a movie, video, or song pop up in your head.
5. When you and your friends are telling stories about the street.
6. When your bored and daydreaming.
7. When you are making jokes.

When you have violent fantasies, describe what pictures go through your head. Use the list of situations to help you remember.

What are your favorite methods of violence?

Who do you fantasize about hurting?

On the back of the sheet write out in detail one of your violent fantasies. Include who you are violent toward; their age, sex, and race; what you would do; where you would do it; and who else would be there.